



Department of History

History 427 - L01,

Ideas and Events that Shaped Nineteenth Century Europe

The University of Calgary,
Fall 2022

Time: Tu,Thr: 11:00 – 12:15

Instructor: Dr. Warren Elofson

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Office Hours: TuThr: 10:00 – 11:00, SS336

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Course Delivery: In Person

Room: MS 211

This course will introduce students to major themes in European history during the long nineteenth century (1789 – 1914). Emphasis will be on Great Britain, France and Germany. The course will focus on national, racial and class-consciousness and the imperialist, militarist and social Darwinist ideals that underscored them. The ultimate goal will be to develop a refined explanation for the division of European society into the multiplicity of national “killing compartments” that would eventually kill tens of millions of people in two twentieth-century wars.

The course will combine lectures with group discussions.

The lectures will be presented on Tuesday and Thursday and every third lecture be devoted to group discussions that will centre on the subjects presented in the lectures and in posted readings (see weekly itinerary below).

Guides and Resources:

1. British Library Newspapers (Taylor Family Library)
2. newspaperarchive.com

<https://qa.newspaperarchive.com/uk/>

3. The History Student’s Handbook; A Short Guide to Writing History Essays

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<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Grades **will be** assessed as follows:

1. Group Discussions, 20%:

Every third lecture students will be divided into groups of five for discussions focusing on the lectures and readings of that week. The discussions **might** relate to a question or questions asked in the class itinerary (below), or it **might** centre on your own ideas and opinions respecting the subject at hand. Students **might** want to search newspaper sources to find answers or make points.

All members of the group will take turns acting as the “spectator” whose role will be simply to report the views expressed by the other members.

Grades will be uniform for the group and reflect overall depth and engagement. The goal will be to develop a practical, analytical, and realistic ability to assess European actions and motivations in particular world events.

2. Participation, 10%:

Each student in each of the discussion groups will submit a brief statement of their opinion respecting the subject under discussion prior to the discussion. Grades will reflect overall depth and engagement. The goal will be realistically to assess European actions and motivations in particular world events.

3. Book Assessment, 35%:

Students will write a book assessment of Abram de Swaan’s *Killing Compartments; the Mentality of Mass Murder* or Elan Confino’s *A World Without Jews* (see reading list below). Approximately half the members in each group will do one of the above works and the other half will do the other. Your appraisal should be four to six pages in length double spaced and conform to “The History Student’s Hand Book; A Short Guide to Writing History Essays.” <https://hist.ucalgary.ca/>

This assignment is due on 25 October 2022. The goal is to learn to understand and assess the logic and evidence modern historians use in their analyses of world events. Marks will reflect the depth and clarity of your analysis.

4. Final Paper, 35%:

Students will compose a paper to develop and expand a thesis explaining why you believe Vladimir Putin has had little difficulty committing his nation to a bloody war on the neighboring state of Ukraine. The thesis will be based on previous group discussions, the source materials used in the course and further research particularly in the newspapers (recent and old). Your paper should be five to six pages in length, double spaced and conform to "The History Student's Hand Book; A Short Guide to Writing History Essays," <https://hist.ucalgary.ca/> The paper is due on 7 December 2022. The goal is to employ what you have learned in this course and your own intellectual skills to recent international affairs. Marks will reflect the depth and clarity of your analysis.

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Weekly Itinerary:

Week One: Tribalism, the Foundation of Nationalism.

PowerPoint on D2L: Rwanda

Reading: Rwandan Patriotic Front's Military Campaign and Victory.

https://en.wikipedia.org/wiki/Rwandan_genocide

Read to end of 4.

Questions: What is tribalism and why did it cause so much violence and killing? Do you think Hutus and Tutsis dehumanized each other? Why and how? How does one

side manage to become so estranged from the other? What are the mechanisms? You might see what you can find out in a quick search of the newspapers.

Week Two: From Tribes to Countries.

PowerPoint on D2L: Rise of the Modern Fiscal Military Nation State.

Reading: Europe and right-wing nationalism: A country-by-country guide:

<https://www.bbc.com/news/world-europe-36130006>

Questions: Are modern nationalist states just glorified tribes. Why or why not? Are they just (i.e. fair)? Why or why not? Are they necessarily in any ways democratic? Or do they need to be? Are they a source of pride to their citizenry? Why or why not? Are they right-wing and conservative? Why or why not? What do they all share (if anything)? Do they necessarily breed narrow mindedness or what we will be calling compartmentalization? (Compartmentalization is the mental process of keeping things separate in order to avoid unpleasant feelings. It is an unconscious psychological defense mechanism that our minds use to deal with conflicting viewpoints.) Did the print media (for instance, newspapers) promote compartmentalization in the nineteenth century?

Week Three: Institutionalizing Genocide.

PowerPoint on D2L: Nationalism to Imperialism slides 1 - 75

Reading: Review of Uncomfortable Truths in Azar Gat's Nations: The Long History and Deep Roots of Political Ethnicity and Nationalism,

<https://www.cato.org/blog/uncomfortable-truths-azar-gats-nations-long-history-deep-roots-political-ethnicity-nationalism>

Questions: What propagates or reinforces the tendency of people to feel a sense of loyalty to their nation? quality? Do you agree? Why or why not? Is nationalism the problem?

Week 4: More of the Same.

PowerPoint on D2L, Nationalism to Imperialism slides 75 - 135

Reading: Yuval N. Harari, 21 Lessons for the 21st Century, pp. 110 – 129. Can you explain how colonization relates to compartmentalization? Did it depend on a desire to help people in the far corners of the earth become better people? What about missionaries and those who wanted to bring superior Christian values to the conquered lands? Would you say that however misguided they were, their intentions were to help others? Indeed, could you say that about everyone involved in propagating colonization? Or is that giving them too much credit? Are moral judgements even relevant here?

Week 5: Building a Formidable Killing Machine.

PowerPoint on D2L: The Infrastructure of Nationalism, slides 1 – 4

Reading: Anderson and the Media. The strength of “imagined communities.”

[https://www.researchgate.net/publication/320600675 Anderson and the Media The strength of imagined communities](https://www.researchgate.net/publication/320600675_Anderson_and_the_Media_The_strength_of_imagined_communities)

Questions: What is Anderson’s central argument or thesis? How does Anderson’s emphasis on the print media help to explain the rise of nationalism in Europe in the nineteenth century? How does capitalism enter the picture? Can you think of anything else besides the print media? Anything associated with the industrial revolution? Are we just “imagined communities?” Explain your choices. Can you see anything in the newspapers to deny or defend his point?

Week 6: Systemic Nationalism by 1914

PowerPoint: The Infrastructure of Nationalism, slides 44 – 89.

Reading: Yuval Noah, “Nationalism,” in *21 Lessons for the 21st Century*, pp. 67 - 85, on the D2L.

Questions: How did each of the forms of infrastructure in the past help to turn countries into killing compartments? What would you add about today’s nationalist infrastructure? Why? Are we all subject to it? Is it dangerous in your mind, even now? Do you agree with Harari’s views of modern populism/nationalism? Is he correct about algorithms or could AI actually help us to overcome compartmentalization? Will it always be a hate machine?

Week 7: War.

PowerPoint: War Presentation

Reading: Yuval Noah Harari, “War; Never Underestimate Human Stupidity,” in *21 Lessons for the 21st Century*, pp. 175 – 85, on the D2L.

Questions: Do you agree with Harari’s main argument? Should we be proud of the “great wars”? Would a global approach to the world’s challenges be the answer? Or is this just an unrealistic dream? Why? Or why not? Do we have any other choice but to try? Is it worth it?

Week 8: Quashing Rebellion.

PowerPoint: The Boxer Uprising

Reading: Review of Halvor Moxnes, *Jesus and the Rise of Nationalism*

<https://www.researchgate.net/publication/291953982>

Questions: What is Moxnes’s central argument or thesis? How does this fit our concept of the rise of nationalism in the nineteenth century? Does it fit with Anderson’s analysis? Do you think that this book would help us understand why people become so nationalistic that they are prepared to kill and die for their

“imagined community?” How would you apply this to the British in Afghanistan? Or would you? You might look up the Boxer uprising in the newspapers?

Week 9: Working People in the nineteenth century.

PowerPoint: Working Classes in Europe

Reading: Review of John Rose, *The Intellectual Life of the British Working Class*, <https://reviews.history.ac.uk/review/303>

Questions: What is Rose’s central argument or thesis? Could working people have bought into nationalism prior to the development of universal education systems in the nineteenth-century? How would the development of education systems and unions have fitted this pattern? Could working class labour movements upset the growth and development of nationalism? Why? Why not? Did they ever?

Week 10: Women in the eighteenth to twentieth centuries.

Power Point: Votes for Women.

Reading: Review of John Tosh, *A Man’s Place* <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/4286771>

Review of Antoinette M. Burton, *Burdens of History: British Feminists, Indian Women, and Imperial. Culture, 1865-1915*, <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20082944?>

Questions: What is the central argument or thesis of each of this weeks’ books. Could British women have felt fortunate to live in their country in the nineteenth century. Could this have helped them become nationalistic? What about middle-class women? What about working women? How did the media fit into the process of instilling values in the minds of British women in all social groups?

Week 11: The “Alliance” Destined to Resist the German Threat???

Power Point: Fashoda and the growing influence of the press.

Reading: Read newspapers in Britain that covered the Fashoda incident in newspaperarchive.com.

Questions: Was World War I inevitable? Why? Why not? Did the newspaper press have much to do with it (i.e. inevitability of war)? Or did the newspapers moderate emotional responses to events like Fashoda? Did they help to create killing compartments? Can you find examples from the press to make your points? Quote heavily.

Week 12. Preludes to WWI

PowerPoint: Crimean War to Boer War; The Balkans.

Reading: Crises in the Balkans and the Road to Destruction (1874-1912) <https://www.sparknotes.com/history/european/1871-1914/section9/>

Questions: There was more at work in creating the Balkans crisis than Balkan nationalist aspirations. How did national aspirations over the years in each of the

states (both inside and outside the Balkans) play a role? Do you think the human race has the ability to develop a more useful and practical concept than nationalism? Do you believe there is such a thing? What is it? We have moved from tribalism to nationalism at huge expense in terms of human lives. Is a better stage coming? Do you think globalization is possible? What would be the mechanisms? I wonder what the *New York Times* would say.

Reading List:

- O'Toole, Fintan, *The Politics of Pain, Postwar England and the Rise of Nationalism*.
- Royle, Trevor, *Culloden, Scotland's Last Battle and the Forging of the British Empire*
- Forth, Aidan, *Barbed-Wire Imperialism: Britain's Empire of Camps, 1876-1903*
- Procyk, Anna, *Giuseppe Mazzini's Young Europe and the Birth of Modern Nationalism in the Slavic World*
- Berenson, Edward, *Heroes of Empire; Five Charismatic Men and the Conquest of Africa*, Los Angeles: University of California Press, 2012.
- Leighton, James S., *Witnessing the Revolutionary and Napoleonic Wars in German Central Europe. War, Culture and Society, 1750-1850 Series*. London: Palgrave Macmillan, 2011.
- Dawes, Helena, *Catholic Women's Movements in Liberal and Fascist Italy*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2014.
- Strang, G. Bruce, *Collision of Empires: Italy's Invasion of Ethiopia and Its' International Impact*. Farnham: Ashgate, 2013.
- Doherty, Thomas, *Hollywood and Hitler, 1933-1939*. Film and Culture Series. New York: Columbia University Press, 2013.
- Fleming, Michael, *Communism, Nationalism and Ethnicity in Poland, 1944-1950*. BASEES/Routledge Series on Russian and East European Studies. London: Routledge, 2010.
- Kozuchowski, Adam, *The Afterlife of Austria-Hungary: The Image of the Habsburg Monarchy in Interwar Europe*. Russian and East European Studies Series. Pittsburgh: University of Pittsburgh Press, 2013
- Byrne, Katherine, *Tuberculosis and the Victorian Literary Imagination*. Studies in Nineteenth-Century Literature and Culture Series. Cambridge: Cambridge University Press, 2011.
- Roodhouse, Mark, *Black Market Britain, 1939-1955*. Oxford: Oxford University Press, 2013.
- Ryan, James, *Lenin's Terror: The ideological origins of early Soviet state violence*. London: Routledge, 2012.
- Abbenhuis, Maartje, *An Age of Neutrals: Great Power Politics, 1815-1914*. Cambridge: Cambridge University Press, 2014.
- Paquette, Gabriel B., *Imperial Portugal in the Age of Atlantic Revolutions: The Luso-Brazilian World, c. 1770-1850*. Cambridge: Cambridge University Press, 2013.
- Confino, Alon, *A World Without Jews: The Nazi Imagination from Persecution to Genocide*. New Haven: Yale University Press, 2014.

Satsuma, Shinsuke, *Britain and Colonial Maritime War in the Early Eighteenth Century: Silver, Seapower and the Atlantic*. Woodbridge: Boydell Press, 2013.

Friedman, Isaiah, *British Miscalculations: The Rise of Muslim Nationalism, 1918–1925*. New Brunswick: Transaction Publishers, 2012.

Stoker, Donald J., *Clausewitz: His Life and Work*. New York: Oxford, 2014.

Bond, Brian, *Britain's Two World Wars against Germany: Myth, Memory and the Distortions of Hindsight*. Cambridge: Cambridge University Press, 2014.

Polasky, Janet L., *Revolutions without Borders*. New Haven: Yale University Press, 2015.

Pojmann, Wendy A., *Italian Women and International Cold War Politics, 1944-1968*. Fordham University Press, 2013

Madeira, Victor, *Britannia and the Bear: The Anglo-Russian Intelligence Wars, 1917-1929*. Suffolk: Boydell & Brewer, 2014.

Mayhew, Emily, *Wounded: A New History of the Western Front in World War I*. Oxford: Oxford University Press, 2013.

Carden-Coyne, Ana, *The Politics of Wounds: Military Patients and Medical Power in the First World War*. Oxford: Oxford University Press, 2014.

Davenport-Hines, Richard, *Universal Man: The Lives of John Maynard Keynes*. New York: Basic Books, 2015.

Hodgson, Guy, *War Torn: Manchester, its Newspapers and the Luftwaffe's Blitz of 1940*. Chester: University of Chester Press, 2015

Hansen, Jason, D., *Mapping the Germans. Statistical Science, Cartography, and the Visualization of the German Nation, 1848-1914*. Corby: Oxford University Press, 2015

De Swaan, Abram, *Killing Compartments: The Mentality of Mass Murder*. New Haven: Yale University Press, 2015.

Storrs, Christopher, *Fiscal Military State in Eighteenth-Century Europe*, London: Ashgate, 2009.

Pilbeam, Pamela, *The Middle Classes in Europe, 1789 – 1914: France, Germany, Italy, and Russia*, Chicago: Lyceum Books, 1990.

Chadwick, Owen, *The Secularization of the European Mind in the 19th Century*, Cambridge: University of Cambridge Press, 2000.

Roberts, M.J.D., *Making English Morals: Voluntary Association and Moral Reform in England, 1786-1886*. Cambridge: Cambridge University Press, 2004.

Earle, P. *Making of the English Middle Class: business, society, and family life in London, 1660-1730*. Berkeley: University of California Press, 1989.

James, Laurence, *The Middle Class: A History*. London: Little, Brown Book Group, 2006.

G. Nair and E. Gordon, *Public Lives: women, family, and society in Victorian Britain*. New Haven: Yale University Press, 2003.

Wahrman, Dror, *Imagining the Middle Class*, Cambridge, Cambridge University Press, 1995.

Hanagan, Michael P., *Nascent Proletarians: Class Formation in Post-Revolutionary France*, London: Blackwell, 1989.

McKibbin, Ross, *Classes and Cultures: England 1918 -1951*, Oxford: Oxford University Press, 2000.

Sachko Macleod, Dianne, *Art and the Victorian Middle Class; Money and the Making of Cultural Identity*, Cambridge: Cambridge University Press, 1996.

Chevalier, Louis, *Laboring Classes and Dangerous Classes: in Paris During the First Half of the Nineteenth Century*, New York: Howard Fertig, 2000.

Hanagan, Michael P., *Nascent Proletarians: Class Formation in Post-Revolutionary France*, London: Blackwell, 1989.

Harvey, Adrian, *The Beginnings of a Commercial Sporting Culture in Britain, 1793-1850*. London and Burlington: Ashgate Publishing, 2004.

Joyce, Patrick, *Visions of the people: industrial England and the question of class, 1848-1914*, New York: Cambridge University Press, 1991.

Rose, Jonathan, *The intellectual life of the British working classes*. Connecticut: Yale University Press, 2001.

Benson, John, *The Working Class in Britain, 1850 – 1939*, London: Tauris, 2003

Reay, Barry, *Rural Englands; Labouring Lives in the Nineteenth Century*, London: Palgrave-Macmillan, 2004.

Laslett, Peter. *The World we have lost: further explored*. New York: Scribner, 1984.

Thompson, E. P. *The Making of the English Working Class*. Middlesex, England: Penguin Books, 1963.

Newby, Howard, *Country Life; a Social History of Rural England*, London: Wiedenfeld and Nicolson, 1987.

Rule, John, *The Labouring Classes in Early Industrial England, 1750 – 1850*, London and New York: Longman, 1986.

Andrew, Donna T., *Aristocratic Vice; the Attack on Duelling, Suicide, Adultery, and Gambling in Eighteenth-Century England*, New Haven and London: Yale University Press, 2013.

Cannadine, David, *The Decline and Fall of the British Aristocracy*, New York: Vintage Books, 1999.

Cannon, John Ashton, *Aristocratic Century: the peerage of eighteenth-century England*,

New York: Cambridge University Press, 1984.

Horn, Pamela, *Country House; the Private Lives of England's Upper Class after the First World War*, Stroud: Amberly, 2013.

Thompson, F.M.L., *English Landed Society in the Nineteenth Century*, London: Routledge, 2013.

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Wiener, Martin J., *English Culture and the Decline of the Industrial spirit, 1850-1980*, New York: Cambridge University Press, 2004.

Andrews, Jonathan and Andrew Scull, *Undertaker of the Mind: John Munro and Mad-Doctoring in Eighteenth-Century England*, Berkeley: University of California Press, 2001.

Hamlin, Christopher, *Public Health and Social Justice in the Age of Chadwick: Britain, 1800-1854*, Cambridge: Cambridge University Press, 1998.

Ignatieff, Michael. *A Just Measure of Pain: The Penitentiary in the Industrial Revolution, 1750-1850*, London: Penguin Books, 1989.

Romano, Terrie M., *Making Medicine Scientific: John Burdon Sanderson and the Culture of Victorian Science*, Baltimore: The Johns Hopkins, University Press, 2002.

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Finn, Margot C., *The Character of Credit: Personal Debt in English Culture, 1740-1914*, New York: Cambridge University Press, 2003.

Trentmann, Frank, *Free Trade Nation; Commerce, Consumption, and Civil Society in Modern Britain*, Oxford; Oxford University Press, 2008.

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Nicholson, Virginia, *Singled Out; How Two Million Women Survived Without Men After the First World War*, London: Penguin Books, 2008

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THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved

- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be

destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

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